

ABSTRACT

THESIS: The Effect of Inequality Framing on Academic Disengagement, Persistence, and Racial Attitudes among European American College Students

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This study examined the effect of inequality framing (White advantage, Black disadvantage, or both Black disadvantaged and White advantage information simultaneously) on academic disengagement, persistence, and racial attitudes among European American college students ($N = 97$). The results showed that racial inequality information framed as a White advantage, Black disadvantage, or as both a White advantage and Black disadvantage did not significantly impact participants' levels of academic disengagement, persistence, or racial attitudes. The results suggested that racial inequality can be discussed using various frameworks without influencing advantaged students negatively. Additionally, the results provided support for continuing the discussion of racial inequality topics to advantaged students.